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ABSTRACT

During the fall of 1980, 83 students at Nebraska Indian Community College (Macy Campus) completed a survey to identify the key behaviors of community college instructors that demotivate American Indian community college students. Students were given a questionnaire, developed by Dr. James O. Hammons (University of Arkansas), listing 32 items that Dr. Hammons had collected from students over the past 10 years; three blank spaces were provided for listing demotivators not already included. Students were instructed to include their elementary, secondary, and college instructional experiences. The top 10 items tabulated and recorded were: talking down to or ridiculing students; showing disinterest in students and their views and problems; asking for questions but never answering them; failing to return assignments or returning tests and other material weeks after the material was turned in; using concepts and classification categories which students had never heard of; playing favorites; grading unfairly; coming to class late or unprepared; and using the lecture method exclusively. As a result of the survey, a slide-tape program for use with new faculty was written and produced at the college during the spring and summer terms. (NQA)

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HOW INSTRUCTORS DEMOTIVATE

THE

AMERICAN INDIAN COMMUNITY COLLEGE STUDENT

A REPORT OF A SURVEY AT
NEBRASKA INDIAN COMMUNITY COLLEGE
MACY CAMPUS
1980-1981

by

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INTRODUCTION

Nebraska Indian Community College was founded to serve the post-secondary educational needs of the American Indian populations of Nebraska. The three tribes that are served by the college include the Omaha Tribe located on the Omaha Reservation at Macy,Nebraska, the Santee Sioux on the Santee Reservation at Santee, Nebraska, and the Winnebago on the Winnebago Reservation at Winnebago, Nebraska.

The mission statement of Nebraska Indian Community College reads in part that the..."college's central focus is the Indian student." Nebraska Indian Community College is proud of the success attained during its first year of operation and the desire to meet the goal of the mission statement in serving the Indian student. The effort of this survey was intended to act as an aid in developing instructor orientation material for the instructor with little or no exposure to the Indian student. At NICC the philosophy is that the instructor must adapt to the student and meet him/her at his/her level. A survey of demotivators of American Indian Community College Students was thought to provide the college with the information necessary to better assist our instructors in working with our students. This was the major purpose of the survey.

RESEARCH QUESTION

What are the key behaviors of community college instructors that demotivate American Indian Community College Students?

METHODOLOGY

A sample of students at Nebraska Indian Community College (Macy Campus) were given a questionnaire during the fall term of 1980. The questionnaire was developed by Dr. James O. Hammons of the University of Arkansas. The permission to use the questionnaire was received by Dr. Hammons as well as permission to publish the results from the copyrighted list titled, "An Evolving List of Things Instructors Do To Demotivate Students." The list contains thirty-two items that Dr. Hammons had collected from students over the past ten years.

Eighty-three students at Nebraska Indian Community College (Macy Campus) completed the survey. A few surveys were not included due to the lack of information or inability to determine the intent of the student. Three blank spaces were included to allow students to include demotivators not on the list. The students were instructed to check as many or as few items as they wished on the survey that they had experienced. The student also was instructed to include instructional experiences in elementary, secondary, and college when checking the questionnaire. The top ten items from the list of thirty-two developed by Hammons were tabulated and the frequency score is recorded in percent of the total eighty-three who completed the questionnaire. It is fair to say that every item on the list was checked by a few students. The results suggest areas for faculty development at Nebraska Indian Community College.

RESULTS

The list of thirty-two demotivators produced the following information regarding instructor based demotivation of American Indian Community College Students at Nebraska Indian Community College (Macy Campus).

RANK ORDER	PERCENT OF STUDENTS MARKING THIS STATEMENT
1. Talks down or ridicules students.	88%
2. Shows disinterest in students and their views and problems.	87%
3. Asks for questions but never answers them.	82%
4. Fails to return assignments or returns tests and other material weeks after the material was turned in.	81%
5. Uses concepts and classification categories which students have never heard of.	81%
6. Plays favorites.	80%
7. Grades unfairly.	78%
8. Comes to class late.	77%
9. Uses the lecture method exclusively.	76%
10. Comes to class unprepared.	72%

ACTION RESULTS

The results of this survey have lead to the production of a slide-tape program for use with new faculty. The slide-tape program was written and produced at the college during the spring and summer terms at Nebraska Indian Community College. It is expected that instructors who are made aware of actions that demotivate students will avoid such actions.

CONCLUSION

The results of this questionnaire are not shocking. Basic concepts of fairness are expected by all students regardless of ethnic background. Students are angered when instructors are not prepared for instructional delivery or when instructional delivery is always the same. No student wants to be talked down to or talked to over his/her head. Basic concepts of fairness, instructor preparation, variety of instruction, and dealing with the student as a human being are deeply rooted in the responses to this survey. The attitude of the instructor toward instructional delivery and the student is the key that motivates or demotivates the Indian Community College Student.

American Indian Community Colleges are unique and their mission must be the Indian student. To provide post-secondary educational experiences on the reservations and meet the

needs of these students the institutions must take care in providing faculty development for all new faculty who may know little of the needs of the Indian student on the reservation.

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